



## Sanders Middle

609 Green St.  
Laurens, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	315 Students	
<b>Principal</b>	George Ward	864-984-0354
<b>Superintendent</b>	Edgar C. Taylor	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

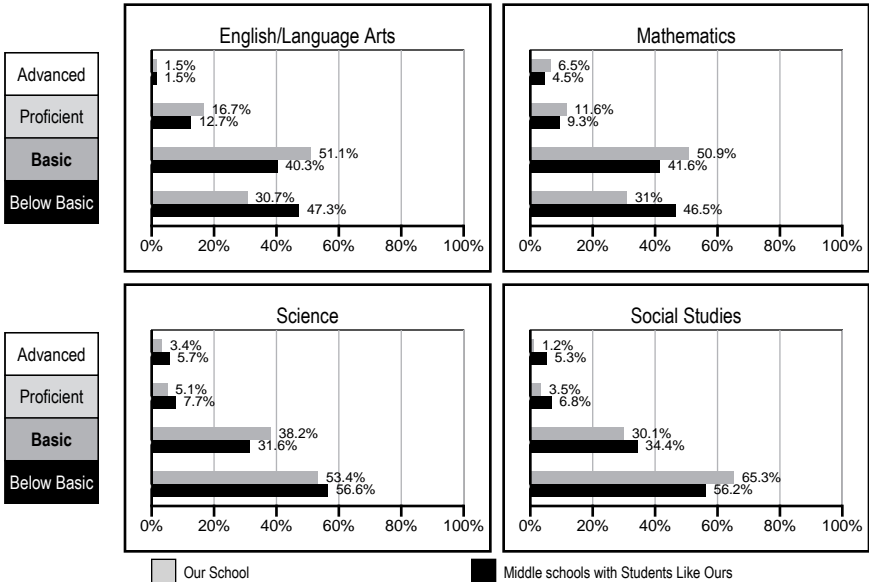
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	40

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	86.2
English 1	0	81.8
Physical Science	0	35.2
All Subjects	100.0	83.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=315)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.0%	Up from 5.9%	11.1%	19.4%
Retention rate	1.7%	Up from 1.6%	2.6%	1.8%
Attendance rate	94.8%	Up from 94.5%	95.2%	95.8%
Eligible for gifted and talented	4.2%	Down from 6.6%	7.7%	15.3%
With disabilities other than speech	16.9%	Up from 13.6%	14.0%	12.9%
Older than usual for grade	12.7%	Up from 8.1%	6.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 3.2%	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	47.8%	Down from 50.0%	52.1%	55.0%
Continuing contract teachers	47.8%	Down from 61.1%	55.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	18.2%	5.4%
Teachers returning from previous year	64.0%	Down from 70.3%	76.9%	83.4%
Teacher attendance rate	96.4%	Down from 97.2%	94.8%	94.9%
Average teacher salary	\$44,195	Up 6.9%	\$42,976	\$44,706
Professional development days/teacher	7.6 days	Down from 19.9 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.9 to 1	16.8 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 90.9%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.3%	95.7%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,265	Up 1.8%	\$8,026	\$7,097
Percent of expenditures for instruction*	52.7%	Down from 58.2%	63.3%	64.4%
Percent of expenditures for teacher salaries*	53.7%	Up from 45.7%	56.9%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Another wonderful year at Sanders Middle School is in the books. This past year has offered many successes. We have watched our students' interest in reading grow tremendously. Students are utilizing the Media Center in impressive numbers. Classes were taken to the media center for informational lessons on research and topic development with the leadership of our Media Specialist.

We implemented school-wide instructional units to help our students see the connection in each of their core subject areas. Teachers were provided with some common planning time to discuss how we could better serve our students. We continue to participate in the South Carolina Reading Initiative. Our school's focus remains on teaching our students to read more efficiently for comprehension. We added a reading tutor this year to assist with our focus.

This year we have added another Read 180 classroom which brings our total to three. These classes are an innovative way of teaching reading. Students utilize software as well as small group instruction with the teacher.

We were able to offer Honors Algebra 1 for eighth grade students again this year, with the assistance of our "I Can Learn" classroom. We were able to serve 12 students. Like last year, 100% of the students passed the End-of-Course test for Algebra 1.

This year, we implemented the Positive Behavior Intervention and Supports (PBIS) system. This enabled us to be more consistent with our expectations and discipline procedures throughout the school. With this program, we were able to reduce the number of referrals significantly from the previous year. Our motto for this year was "On Time, On Task, and On Target with Respect." Students were rewarded frequently for demonstrating those traits. One effort was the Principal's 200 Club. Our Renaissance committee also worked hard to reward faculty, staff, and students.

Sanders Middle School is committed to eliminating the barriers that impede our progress. We will continue to provide opportunities to get parents more involved with the school. We will plan to offer more after school opportunities to reach students academically. Our plan is progressive and forward-moving.

We believe that this has been another productive year, and we will continue to strive for our goal of having 100% of our students reach grade level performance.

George M. Ward, Principal  
Phillip Dean, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	80	39
Percent satisfied with learning environment	81.0%	76.3%	68.4%
Percent satisfied with social and physical environment	76.2%	73.8%	62.2%
Percent satisfied with school-home relations	47.6%	81.3%	72.2%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.3%	0.0%	No
Student attendance rate	94.8%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	284	98.2	30.6	50.9	16.6	1.9	29.1	46	48.2	No	Yes
<b>Gender</b>											
Male	158	96.8	41.9	47.3	10.8	0	21.6	38.2	41.7	N/A	N/A
Female	126	100	16.2	55.6	23.9	4.3	38.5	54.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	126	96.8	25.9	49.1	22.4	2.6	33.6	52.6	60	No	Yes
African American	118	99.2	37.6	47.7	12.8	1.8	26.6	33.6	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	38	100	26.3	65.8	7.9	0	21.1	37.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	50	90	69.8	23.3	4.7	2.3	7	13.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	37	100	27.8	66.7	5.6	0	19.4	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	235	98.7	32	52.3	14	1.8	25.7	38.4	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	284	98.2	32.1	51.3	10.6	6	27.9	41.6	45.8	No	Yes
<b>Gender</b>											
Male	158	96.8	37.8	49.3	8.8	4.1	27	42.1	45.6	N/A	N/A
Female	126	100	24.8	53.8	12.8	8.5	29.1	40.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	126	96.8	27.6	49.1	12.1	11.2	34.5	48.1	59	No	Yes
African American	118	99.2	36.7	57.8	4.6	0.9	13.8	26.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	38	100	34.2	39.5	23.7	2.6	44.7	44.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	50	90	65.1	32.6	2.3	0	4.7	14.6	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	37	100	36.1	36.1	25	2.8	47.2	46	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	235	98.7	33.8	51.8	9.5	5	25.7	34.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	192	100	54.1	37.2	5.5	3.3	8.7	23.6	35.7	94.8	96
<b>Gender</b>											
Male	111	100	57	37.4	4.7	0.9	5.6	24.6	37.4	94.5	96
Female	81	100	50	36.8	6.6	6.6	13.2	22.5	33.8	95.1	96
<b>Racial/Ethnic Group</b>											
White	84	100	43	41.8	10.1	5.1	15.2	30.9	49.2	94.2	95.8
African American	84	100	61.3	35	2.5	1.3	3.8	10.6	17	94.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.8	96.9
Hispanic	22	100	68.2	31.8	0	0	0	11.2	24.9	97.4	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
<b>Disability Status</b>											
Disabled	34	100	81.8	15.2	3	0	3	9.7	14	93.9	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
<b>English Proficiency</b>											
Limited English Proficient	23	100	68.2	31.8	0	0	0	12.8	24.4	97.7	97.1
<b>Socio-Economic Status</b>											
Subsided meals	169	100	56.8	35.8	4.3	3.1	7.4	17.4	21.1	95	95.6

**Social Studies**

All Students	184	98.9	65.7	29.7	3.4	1.1	4.6	21.4	34	94.8	96
<b>Gender</b>											
Male	98	98	63.2	31.6	4.2	1.1	5.3	25.6	36.6	94.5	96
Female	86	100	68.8	27.5	2.5	1.3	3.8	16.8	31.3	95.1	96
<b>Racial/Ethnic Group</b>											
White	85	98.8	55.6	37	4.9	2.5	7.4	25.9	44.5	94.2	95.8
African American	73	98.6	72.1	25	2.9	0	2.9	11.9	19.1	94.6	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	96.9
Hispanic	26	100	80.8	19.2	0	0	0	17.6	27.5	97.4	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
<b>Disability Status</b>											
Disabled	26	92.3	84	12	0	4	4	13	14.4	93.9	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
<b>English Proficiency</b>											
Limited English Proficient	25	100	79.2	20.8	0	0	0	18	27.3	97.7	97.1
<b>Socio-Economic Status</b>											
Subsided meals	147	99.3	70.4	23.9	4.2	1.4	5.6	16.4	21	95	95.6

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	101	100	35.1	48.9	10.6	5.3	16
	7	95	99	33.7	43.4	21.7	1.2	22.9
	8	106	100	33.7	44.2	21.1	1.1	22.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	94	100	37.4	51.6	9.9	1.1	11
	7	97	99	23.9	53.3	19.6	3.3	22.8
	8	93	95.7	30.5	47.6	20.7	1.2	22
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	101	100	27.7	45.7	18.1	8.5	26.6
	7	95	99	20.5	51.8	16.9	10.8	27.7
	8	106	100	42.1	46.3	8.4	3.2	11.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	94	100	36.3	38.5	17.6	7.7	25.3
	7	97	99	27.2	57.6	7.6	7.6	15.2
	8	93	95.7	32.9	58.5	6.1	2.4	8.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	51	100	65.2	26.1	6.5	2.2	8.7
	7	95	99	43.2	40.7	13.6	2.5	16
	8	54	100	55.6	31.1	11.1	2.2	13.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	50	100	72.9	20.8	2.1	4.2	6.3
	7	96	100	43.5	48.9	5.4	2.2	7.6
	8	46	100	55.8	30.2	9.3	4.7	14
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	51	100	21.3	66	10.6	2.1	12.8
	7	95	99	44.4	49.4	2.5	3.7	6.2
	8	55	100	52.1	45.8	2.1	0	2.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	44	100	62.8	32.6	2.3	2.3	4.7
	7	97	99	69.9	24.7	4.3	1.1	5.4
	8	43	97.7	59	38.5	2.6	0	2.6

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample